

St. Joseph's College of Commerce

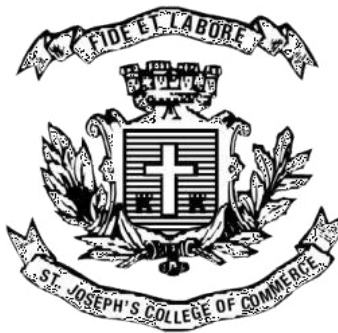
(Autonomous)

163, Brigade Road, Bengaluru – 560 025

Accredited with 'A++' Grade (4th Cycle) by the National Assessment
and Accreditation Council (NAAC)

Recognized by the UGC as

"COLLEGE WITH POTENTIAL FOR EXCELLENCE"



B.A. (Communicative English, English, & Psychology)

Semester I

B.A. Syllabus for the Batch of 2025-26

St. Joseph's College of Commerce

(An Autonomous Institution affiliated to Bengaluru City University)

St. Joseph's College of Commerce (SJCC) was formerly a part of St. Joseph's College, established in the year 1882. The college management was later transferred to the Jesuits. The Commerce Department was established in the year 1949 and it became an independent college with its own building in Brigade Road in the year 1972.

The college has in its Vision a model for higher education which encourages individuals to dream of a socially just world and in its Mission a strategy to empower individuals in realizing that dream.

With an objective of imparting quality education in the field of Commerce and Management, the college has been innovating in all aspects of higher education over a long period of time. These innovations were further bolstered with the granting of autonomous status to the college by UGC in September 2005. From then on, the college has taken a lead in reforming curriculum and syllabus, examination and evaluation pattern and teaching and learning methods through the Board of Studies, the Academic Council and the Governing Council comprising of eminent academicians, industry representatives and notable alumni.

The college has undergone four cycles of NAAC accreditation starting from the year 2000 in which it secured 'five stars', next in the year 2007 an 'A' grade, in the year 2012 again an 'A' grade and recently in February 2021 an 'A++'. It is one of the very few institutions in the country to have secured A++ grade in the fourth cycle under the Revised Accreditation Framework (RAF) and the first college in Karnataka to do so. The college was declared as a 'College with Potential for Excellence' in the year 2010. In 2011, SJCC was recognized as a Research Centre by Bangalore University. The college has been ranked 74th in the National Institutional Ranking Framework (NIRF) ratings of Ministry of Education, Government of India, in 2021 and it has been the only institution from Karnataka to make it consistently to the top 100 in the country.

The college offers diverse programmes in Commerce, Business Administration, Arts and Science. Under Commerce Studies it offers B.Com, B.Com (Professional-International Accounting and Finance), B.Com (BPM- Industry Integrated), B.Com (Travel and Tourism), B.Com (Analytics), B.Com (Professional - Strategic Finance), M.Com (Finance & Taxation/ Marketing & Analytics), M.Com (International Business) & M.Com (Financial Analysis). Under Business Administration it offers BBA, BBA (Entrepreneurship) and BBA (Professional- Finance and Accountancy). Under Arts it offers B.A. English, Communicative English & Psychology and under Science it offers B.Sc Economics, Mathematics & Data Analytics. The college also offers six one-year Post Graduate Diploma programmes.

ABOUT THE DEPARTMENTS

Department of English

Since its inception the Department of English has focused on providing a humanistic perspective to the study of language and literature. The faculty at the department come from a variety of disciplinary backgrounds, interests, and orientations. Some of our special interest areas include Cultural Studies, Postcolonial studies, Film studies, Theatre and Performance Studies, Gender Studies, and Classical and Contemporary Literature.

The department fosters special interest student associations, and conducts activities, such as literary fests, debating competitions, book exhibitions, film screenings, art appreciation workshops, writing workshops, and quiz competitions. It also encourages participative dialogue within the larger community through programmes like Republic Day Lecture Series, Seminars, Panel Discussions, and Colloquiums on topics of contemporary cultural and political significance.

In response to the changing contexts and pedagogical priorities of teaching English in a multilingual and multicultural milieu, such as ours, the faculty strive to equip students with specific skills, perspectives and ethical orientations mediated through the study of various texts, genres and narratives. The curriculum negotiates a diverse range of literature across genres with the intention of communicating to the students the aesthetic joy and the sheer thrill of literature and language.

Department of Psychology

The Department of Psychology aims to provide a foundational understanding of psychological concepts and an exploration of the intricacies of the human mind. The department strives to provide the best resources and learning environment for the holistic development of the individual, and the development of skills necessary for research. It also aims to introduce students to the diverse fields within Psychology, encouraging them to adopt an interdisciplinary approach to understanding the human experience. In addition to academic pursuits, students are actively encouraged to participate in co-curricular activities as part of the Psychology Association. This dynamic platform opens avenues for students to share their experiences and contribute to the department's magazine, fostering a sense of community and shared learning.

ABOUT THE PROGRAMME

The BA (English Literature, Psychology, and Communicative English) Programme is a triple specialization programme that foregrounds the study of literature, psychology, and communication in both global and Indian contexts. This course is designed to provide students with a foundation in these three fields, preparing them for diverse professional and academic opportunities.

English Literature

English courses, through a close study of texts and contexts, familiarizes students with literary histories of the world and equips them with literary sensibilities and skills of interpretation. It will also focus on researching literary and cultural histories, society and human experience, and emerging genres of literature.

Psychology

Psychology courses provide a foundational understanding of psychological concepts, with an emphasis on their practical applications in clinical, educational, and industrial settings. By exploring various aspects of the field, students develop skills that enhance self-awareness, empathy, and social responsibility. These skills prepare them for roles in counselling, human resources, and other people-centric fields.

Communicative English

Courses designed under the Communicative English discipline intend to create opportunities for students to engage with diverse aspects of the English language. Across six semesters, students will examine the stages of English language evolution, cultural contexts, structures and branches of linguistics, and multiple applications of language, both at the professional and personal levels. The courses will focus on inculcating skills needed for different mediums, such as print, online, visual, broadcast, telecommunication, and education.

Together, these three specializations provide a comprehensive education that blends theoretical knowledge with practical skills, ensuring that students graduate as versatile professionals capable of adapting to and excelling in various fields.

OBJECTIVES OF THE B.A. PROGRAMME:

- To familiarize students with literatures in English comprising texts of different genres, themes and concerns including Indian Writing in English.
- To enable students to read texts closely, interpret and appreciate their socio-cultural as well as political dimensions.
- To actively promote an interdisciplinary perspective in the context of literary studies. Connect liberal arts, humanities, and social sciences through a multidimensional curriculum.
- To introduce students to the theories of translation in the context of multilingual Indian milieu.
- To enhance communicative fluency and enable students to acquire academic writing and research skills.
- Establish an interdisciplinary approach towards research.
- Develop in students an inclusive outlook and responsible citizenship, inculcate ethical thinking and a sense of social commitment.
- Encourage and facilitate entrepreneurship in the areas of humanities and applied literary studies.
- Prepare students for the technologically advanced world, its challenges, and opportunities.
- To enable practical and experiential learning.

I. ELIGIBILITY FOR ADMISSION

Candidates who have completed the two-year Pre-University course of Karnataka State or its equivalent are eligible for admission into this Programme.

II. DURATION OF THE PROGRAMME

The duration of the programme is three (03) years of Six Semesters. A candidate shall complete his/her degree within five (05) academic years from the date of his/her admission to the first semester. Students successfully completing three (03) years of the course will be awarded Bachelor's Degree in Arts.

III. MEDIUM OF INSTRUCTION

The medium of instruction shall be in English.

IV. ATTENDANCE

- A student shall be considered to have satisfied the requirement of attendance for the semester, if he/she has attended not less than 75% in aggregate of the number of working periods in each of the courses, compulsorily.
- A student who fails to complete the course in the manner stated above shall not be permitted to take the End Semester Examination.

V. TEACHING AND EVALUATION

MA graduates with a basic degree from a recognized university are only eligible to teach and to evaluate the courses including part – B courses of I and II semesters except compulsory additional courses and core Information Technology related

courses, Skill based, Value Based and Foundation courses, mentioned in this regulation. These courses shall be taught by the graduates as recognized by the respective Board of Studies.

vi. SCHEME OF EXAMINATION

ACADEMIC EVALUATION UNDER STATE EDUCATION POLICY (SEP) (EFFECTIVE FROM ACADEMIC YEAR 2024-2025)

The academic evaluation of both undergraduate (UG) and postgraduate (PG) programmes consists of two components: Continuous Internal Assessment (Formative Assessment) and End-Semester Examination (Summative Assessment).

Assessment for UG Students under SEP will be as follows:

Type of Assessment	Assessment Component	Allotted Marks
Continuous Internal Assessment / Formative Assessment	CIA I (Test)	10 Marks
	CIA II (Skill-based Assessment)	10 Marks
	Mid-Term Exam	20 Marks
Total	40 marks (scaled down to 20 marks)	
End-Semester Examination / Summative Assessment	End-Semester Examination (For three hours duration)	80 Marks
TOTAL		100 Marks

A. Additional Details

- **Mid-Term Exam:** The mid-term exam covers at least 40-50% of the syllabus and has duration of one hour.
- **Continuous Internal Assessment (CIA) Activities:** CIA activities are designed with clear objectives, modalities, assessment rubrics, and outcomes.

B. CIA improvement

There is **no provision for enhancing CIA marks** for UG students once the semester ends.

Attendance requirement for taking ESE

- The University Grants Commission (UGC) mandates a minimum of 75% attendance in each course to be eligible to write the End Semester Examinations (ESE).
- There is no provision for condonation of attendance under the UGC Act.

VII. Minimum for a pass

- **Minimum Pass Marks in Final Examination:** A minimum of 40 percent is required in each course in the End Semester Exams. The student must score at least 32 marks out of 80 in the End Semester Examination (ESE).
- **Overall Pass Requirement:** The aggregate of Continuous Internal Assessment (CIA) and End Semester Examination (ESE) should also be a minimum of 40 percent. Out of 100 marks, a student must secure at least 40 marks in each course to qualify

as passed inclusive of minimum 32 marks out of 80 in End Semester Exam.

VIII. Grading System for Choice Based Credit System (CBCS)

The modalities and operational details are given below:

- **Grade Points:** The College adopts a ten-point grading system. The papers are marked in a conventional way for 100 marks. The marks obtained are converted to grade point according to the following table. If a student is absent for the paper the grade point assigned is 0.

% Marks	95 - 100	90 - 94	85 - 89	80 - 84	75 - 79	70 - 74	65 - 69	60 - 64	55 - 59	50 - 54	45 - 49	40 - 44	Below 4
Grade Point	10	9.5	9	8.5	8	7.5	7	6.5	6	5.5	5	4.5	0

Credits: Credits are assigned to courses based on the following broad classification:

Courses Category	Instruction Hours/week	Credits
Languages	3 Hours	3
Major Core	4 Hours	4
Skill Enhancement Courses	1-4 Hours	1-4
Compulsory Courses	1-2 Hours	1-2

Grade point calculation

- **Semester Grade Point Average (SGPA):** The SGPA is calculated as the sum of the product of the credits and the grade points scored in all courses, divided by the total credits.

$$\text{SGPA} = \frac{\text{Total of (Credits Earned X Grade Points)}}{\text{Total of Corresponding Credits}}$$

- Minimum SGPA required for a pass is 4.5.
- If a student has not passed in all courses or is absent, the SGPA is not assigned.
- **Cumulative Grade Point Average (CGPA):** The CGPA is the weighted average of all the courses taken by a student across all semesters of a programme.

$$\text{CGPA} = \frac{\sum \text{Total Credits in the Semester} \times \text{SGPA}}{\text{Total Credits of the Courses}}$$

Note: SGPA and CGPA will be rounded off to two decimal places.

Interpretation of SGPA/CGPA and Classification of Final Result

Grade Points	% of Marks	Grade	Result/Class Description
9.00-10.00	85 - 100	O	Outstanding
8.00-8.99	75 - 85	A+	First Class Exemplary

7.00-7.99	65 - 75	A	First Class Distinction
6.00-6.99	55 - 65	B+	First Class
5.50-5.99	50 -55	B	High Second Class
5.00-5.49	45 - 50	C	Second Class
4.50 -4.99	40 - 45	P	Pass Class
Below 4.5	Below 40	RA	To Re-Appear

IX. PATTERN OF ESE QUESTION PAPER UNDER SEP

The End Semester Examination (ESE) question paper under SEP will include questions that assess both Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS). The difficulty level of the question paper will be distributed as follows: 40% easy, 30% difficult, and 30% very challenging.

- **Duration:** 3 Hours
- **Maximum Marks:** 80

X. REVALUATION AND RETOTALING

Requests for **revaluation**, **retotaling**, and **photocopies of the answer book** for the End-Semester Examination (ESE) must be submitted to the Controller of Examination along with the prescribed fee within two weeks from the declaration of results.

XI. ABSENCE DURING END SEMESTER EXAMINATION

If a student misses the End Semester Examination, they will be marked as "Absent" and will be required to take the supplementary examination for that course during the next available opportunity only.

XII. MALPRACTICE

Students will be dealt severely in case if they are found guilty of any malpractices during examination. The college has zero tolerance towards any kind of ~~four~~ means adopted to secure marks in the exams.

B. A. (Communicative English, English, & Psychology) Programme

I. Programme Objectives:

Programme Educational Objectives (PEO)

The B.A. (English & Psychology) programme will produce graduates who will:

PEO1: Be proficient, knowledgeable, and highly valued professionals capable of contributing to various sectors such as academia, publishing, media, counselling, mental health, and creative industries.

PEO2: Adapt to a rapidly changing environment with newly learnt and applied skills and competencies, become socially responsible and value-driven citizens, committed to sustainable development.

PEO3: Act with conscience of global, ethical, societal, ecological and commercial awareness with sustainable values as is expected of professionals contributing to the country.

PEO4: Able to continue their professional development by obtaining advanced degrees in academic and research fields.

II. Programme Outcomes (PO)

At the end of the BA (English & Psychology) programme, the learners will be:

PO1: Disciplinary and Interdisciplinary Knowledge

Demonstrate a comprehensive understanding of English literature and familiarize themselves with diverse literary traditions and concepts in psychology.

PO2: Decision-Making Skill

Apply critical thinking and analysis to literary and psychological research and the ability to demonstrate a deep understanding of the texts, contexts, practices, and human behaviour.

PO3: Integrated Problem-Solving and Research

Analyze and evaluate the interconnectedness of various concepts in literary studies and psychology and apply the same for problem solving.

PO4: Critical Thinking Skill

Evaluate and critique evidence, arguments, claims, and beliefs within a social system by using theoretical concepts and skills acquired through the courses.

PO5: Creative Thinking Skill

Develop and communicate original and meaningful ideas in response to texts and concepts. Make a valuable and innovative contribution to critiquing literary works.

PO6: Usage of Modern Technology and Tools

Use digital tools, communication/networking platforms, and social media to access, manage, integrate, evaluate, and adapt to technological advancements in the field of literary studies and psychology and employ appropriate digital resources for communication, research, and academic purposes.

PO7: Leadership and Teamwork

Develop a vision, translate that vision into shared goals, and effectively work with others to achieve these goals.

PO8: Ethical Conduct and Sustainability Practices

Act responsibly and promote values such as inclusivity, diversity, and social justice through analysis and discourse.

PO9: Collaboration and Networking Skills

Engage in collaborative literary or mental health projects and effectively network with peers, scholars, and professionals in the literary field.

PO10: Self-directed and Life-long Learning

Create personal goals and cultivate a commitment to continuous learning and improvement in the field of literary studies and psychology.

Programme Specific Outcomes (PSOs)**PO11: Career Options**

Develop a wide range of skills that enable graduates to pursue diverse career paths beyond academia. Obtain practical, hands-on experience through internships, research projects, or community engagements.

PO12: Proficiency in Literary Studies and Psychology

Develop a range of subject-specific and generic skills of value in graduate employment, including high-order critical, analytic and research skills, and advanced oral and written communication competencies. Adapt to new tools, platforms, and digital modes of communication and learning.

PO13: Cultural Sensitivity

Develop a profound cultural understanding of society and culture and play an active role as citizens of the state. Initiate meaningful conversations that demonstrate cultural sensitivity and inclusion in society.

III. B.A. (Communicative English, English, & Psychology) Programme Matrix

Credit Matrix as per State Education Policy Academic Year 2024-25

BA (COMMUNICATIVE ENGLISH, ENGLISH & PSYCHOLOGY)							
Category/Semester	I	II	III	IV	V	VI	Total Credits
PART A: LANGUAGES							
Languages 4 Hrs - 3 Crs	Language I	Language I	Language I	Language I	-	-	
	Language II	Language II	Language II	Language II	-	-	
Part A Credits	6	6	6	6			24
PART B: DISCIPLINE SPECIFIC CORE & ELECTIVE COURSES							
Major 1 English Literature (5 Crs)	Introduction to Literature (5 Crs)	British Literature (5 Crs)	Indian Writing in English (5 Crs)	Indian Writing in Translation (5 Crs)	5 Crs	5 Crs	
Major 2 Communicative English (5 Crs)	Introduction to Language & Linguistics (5 Crs)	Linguistics and Communication 5 Crs	5 Crs	5 Crs	5 Crs	5 Crs	
Major 3 Psychology (5Crs)	Foundation of Psychology I 5 Crs	Foundation of Psychology II 5 Crs	5 Crs	5 Crs	5 Crs	5 Crs	
Major Core Electives	-	-	-	-	Elective 1 (5Crs)	Elective2 (5 Crs)	
Part B Credits	15	15	15	15	20	20	80
PART C: SKILL ENHANCEMENT COURSES/ACTIVITIES							
Skill Based Courses/Activities	Reading and Writing Workshop I (2 Crs)	Reading and Writing Workshop II (2Crs)	Project (2Crs)	SEC (2Crs)	SEC (2Crs)	SEC (2Crs)	
					Research Methodology (2Crs)	Internship (2 Crs)	
						Research Project (2Crs)	
Value Based Activities		Extra-Curricular Activities 1 Cr	-	Extension Activities 1 Cr	-	Extension Activities 1 Cr	
Part C Credits	2	3	2	3	4	7	21
PART D: COMPULSORY COURSES							
Foundation/Compulsory Courses	Constitutional Values I 2 Crs	Constitutional Values II 2 Crs	Environmental Studies (2 Crs)	-	-	-	
	Psychological Wellbeing 1 Cr						
Part D Credits	3	2	2				5
Total Credits	26	26	25	24	24	27	150

B.A. (Communicative English, English, & Psychology) Programme

COURSE STRUCTURE SEMESTER - I
SEMESTER - I

Course Code	Title of the Course	Category	Lecture Hours per week	Credits	CIA	ESE	Marks
A1 24 GE 101	General English	Language 1	3	3	20	80	100
A1 24 KN 101	Kannada	Language 2	3	3	20	80	100
A1 24 HN 101	Hindi						
A1 24 AE 101	Additional English						
A1 24 MC 101	Introduction to Literature	Major Core	5	5	20	80	100
A1 24 MC 102	Introduction to Language and Linguistics	Major Core	5	5	20	80	100
A1 24 MCT 103	Foundations of Psychology I (Theory)	Major Core (Theory)	4	3	20	80	100
A1 24 MCP 103	Foundations of Psychology I (Practical)	Major Core (Practical)	2	2	-	50	50
A1 24 SB 101	Reading and Writing Workshop 1	Skill Based Course	2	2	20	30	50
UG 24 FC 101	Psychological Wellbeing	Compulsory course	1	1	-	25	25
UG 24 CC 101	Constitutional Values I	Compulsory course	2	2	-	50	50
Total credits				26	120	555	675

COURSE STRUCTURE
SEMESTER - II

Course Code	Title of the Course	Category	Lecture Hours per week	Credits	CIA	ESE	Marks
A1 24 GE 201	General English	Language 1	3	3	20	80	100
A1 24 KN 201	Kannada	Language 2	3	3	20	80	100
A1 24 HN 201	Hindi						
A1 24 AE 201	Additional English						
A1 24 MC 201	British Literature	Major Core	5	5	20	80	100
A1 24 MC 202	Linguistics and Communication	Major Core	5	5	20	80	100
A1 24 MCT 203	Foundations of Psychology II (Theory)	Major Core (Theory)	4	3	20	80	100
A1 24 MCP 203	Foundations of Psychology II (Practical)	Major Core (Practical)	2	2		50	50
A1 24 SB 201	Reading and Writing Workshop 2	Skill Based Course	2	2	20	30	50
UG 24 VB 201	Extra-curricular Activity	Value Added Activity	1	1		25	25
UG 24 CC 201	Constitutional Values II	Compulsory Course	2	2		50	50
Total credits				26	120	555	675

COURSE STRUCTURE
SEMESTER - III

Course Code	Title of the Course	Category	Lecture Hours per week	Credits	CIA	ESE	Marks
A1 24 GE 301	General English	Language 1	3	3	20	80	100
A1 24 KN 301	Kannada	Language 2	3	3	20	80	100
A1 24 HN 301	Hindi						
A1 24 AE 201	Additional English						
A1 24 MC 301	Indian Writing in English	Major Core	5	5	20	80	100
A1 24 MCT 302	Communication for Media 1 – News Media (Theory)	Major Core	3	3	20	80	100
A1 24 MCP 302	Communication for Media 1 – News Media (Practical)	Major Core	2	2		50	50
A1 24 MCT 303	Developmental Psychology (Theory)	Major Core (Theory)	4	3	20	80	100
A1 24 MCP 303	Developmental Psychology (Practical)	Major Core (Practical)	2	2		50	50
A1 24 SB 301	Creative Project	Skill Based Course	2	2	20	30	50
UG 24 CC 301	Environmental Studies	Compulsory Course	2	2		50	50
Total credits				25	120	580	700

Department of English
Programme: BA
Subject: Introduction to Literature

Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per week	Credits
I	A1 24 MC 101	Introduction to Literature	75 hours	MC	4+1	5

Course Objectives:

1. To introduce and discuss basic concepts in the study of literature.
2. To introduce major literary forms and genres and explore their histories.
3. To familiarize students with literary terms and figurative language and their significance in literary composition.
4. To develop critical thinking and analytical skills through close reading and interpretation of literary texts.
5. To explore the socio-cultural, historical, and philosophical contexts that shape literary works.

Course Outcomes:

Course Outcomes :	At the end of the course students should be able to:	T Levels:	K Levels:
CO1	Demonstrate an understanding of the relevance of literature and literary studies in contemporary society.	T2	K2
CO2	Distinguish between various literary forms and genres and articulate their specific histories.	T4	K3
CO3	Evaluate various literary terms and their significance in literary composition.	T4	K3
CO4	Analyze literary texts critically using various theoretical and interpretive approaches.	T3	K3
CO5	Discuss the intersections between literature and broader socio-cultural, political, and historical frameworks.	T5	K4

Module 1: Introduction to Literature (15 hrs)

The aim of this module is to introduce students to some fundamental questions pertaining to the place of literature in society. It will examine the attempts made by scholars to define and redefine 'literature' and arrive at an understanding of the term.

- Good Readers and Good Writers – Vladimir Nabokov
- Philosophy of Literature (An Introduction) – Routledge
- The Norton Introduction to Literature (Excerpt: What is Literature)
- Why Literature? The Premature Obituary of the book – Mario Vargas Llosa
- Why Read the Classics – Italo Calvino
- Beyond Culture – Lionel Trilling (excerpts)

Module 2: Narratives (15 hours)

This module will introduce students to narrative forms such as novels, novellas, and short stories. It will explore the literary, aesthetic, social, political, and philosophical underpinnings of these forms of writing.

- Pride and Prejudice – Jane Austen (novel)
- The Stone Women – Shashi Deshpande (short story)
- The Tell-tale Heart – Edgar Allen Poe (short story)
- The Flowering Tree (folk tale) – Narrated by A K Ramanujan
- The Overcoat – Nikolai Gogol (short story)
- The Metamorphosis – Franz Kafka (novella)

Concepts: Narrative Discourse, Character, Voice, Genre, Myth, Satire, Plot, Realism, Magical Realism, etc.

Module 3: Poetry (15 hours)

This module will introduce students to poetry. As an extension there will also be discussions around the figurative language or literary devices which encompass the texts.

Poetry

- Sonnets by William Shakespeare
- In Memory of W B Yeats – W. H. Auden
- The Little Black Boy – William Blake
- A Martian Sends a Postcard Home – Craig Raine
- Ghazals by Mir Taqi Mir
- Vachanas by Basavanna
- Vachanas by Akka Mahadevi

Concepts: Metaphor, Imagery, Irony, Alliteration, Ambiguity, Conceit, Dissonance, etc.

Module 4: Drama (15 hours)

Plays

- All My Sons – Arthur Miller
- Oedipus Rex – Sophocles

Concepts: Dialogue, Exposition, Conflict, Action, Catharsis, Rising Action, Climax, etc.

Extended Reading

- Machine – Hashmi (Play)
- The Overcoat – Gogol (Short Story)
- The World's Wife – Carol Ann Duffy (poetry - excerpts)
- Boor – Anton Chekhov (play)
- The Storyteller – Walter Benjamin (essay)
- Why Read? – Mark Edmundson (essay)
- Why I Write – George Orwell (essay)
- Songs of Innocence – William Blake (excerpts)
- Songs of Experience – William Blake (excerpts)

Module 5: Introduction to Literary Criticism (15 hours)

- The Relationship of Reading and Writing – Ann B Dobie
- Culture and Anarchy – Mathew Arnold
- Practical Criticism – I A Richards
- The Language of Paradox – Cleanth Brooks
- A note on The Flowering Tree – A K Ramanujan
- Introduction to Speaking of Siva – A K Ramanujan
- The Garden and the Forest (from Of Many Heroes) – G N Devy

Skills:

1. Critical Thinking and Analytical Skills
2. Research and Writing Skills
3. Communication and Presentation Skills
4. Creative and Interpretative Skills

Suggested CIA tasks:

CIA I: Students to form groups of 3 or 4 and make a presentation on select texts and ideas which stem from these texts from the extended reading suggestions or any relevant texts of the students' choice.

OR

Form groups and perform any play of their choice, keeping in mind its relevance with the ideas discussed in class.

CIA II: Students to write an essay of about 1,000 to 1,500 words on their understanding of the complex dynamics of what literature is and what they have learnt about literature throughout the semester.

Textbooks

1. The Norton Introduction to Literature (Shorter Thirteenth Edition)-W. W. Norton (2018) - Kelly J. Mays
2. Rainsford, Dominic. Studying Literature in English: An Introduction. Routledge, 2014.
3. Cuddon, J and C Preston. Dictionary of literary terms and literary theory. London: Penguin Group, 1998.
4. New, Christopher. Philosophy of literature. Routledge, 1999.

References

1. Hudson, William Henry. *An Introduction to the Study of Literature*. Rupa Publications India, 2015.
2. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. OUP, 2001.
3. Bate, Jonathan. *English Literature: A Very Short Introduction*. OUP.
4. Benett, Andrew. *An Introduction to Literature, Criticism and Theory*. Routledge.
5. Abrams, M H. *Glossary of Literary Terms*. 2014.
6. Eagleton, Terry. *How to Read Literature*. Yale University Press.
7. Eaglestone, Robert. *Doing English; A Guide for Literature Students*. Routledge, 2000.
8. Gopal, Priyamvada. *The Indian English Novel; Nation History, and Narration*.
9. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi Atlantic, 2007.
10. Mehrotra, Arvind, Ed; *An Illustrated History of Indian Literature in English*. Orient Blackswan, 2005
11. Ousby, lai. Ed; *The Cambridge Guide to Literature in English*, Cambridge University Press. 1983
12. The McGraw-Hill. *Introduction to Literature*

Mapping of CO and PO

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	M		M	H					L	L	
CO2	H	H		M	M					L	L	
CO3	H	M		H	L						L	M
CO4	H	M		L	M							M
CO5	H	M		H	M			L		M		L

Programme: B.A
Subject: Introduction to Language and Linguistics

Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per week	Credits
I	A1 24 MC 102	Introduction to Language and Linguistics	75 hours	MC	4+1	5

Course Objectives:

- To trace the linguistic journey of English from west to India
- To analyze the contributions of different regions, cultures and languages to English language
- To introduce students to the fundamental concepts and branches of linguistics
- To explore the structure and organization of language at different levels of analysis, including sounds, syllables, and words
- To introduce students to examine the nature of language and its implications in understanding thought and reality
- To enable students to pay attention to the nuances of the 'standard' English and the everyday English

Course Outcomes:

Course Outcomes:	At the end of the course students should be able to:	T Levels:	K Levels:
C01	Identify the significant changes in the development of English language	T3	K2
C02	Model a comprehensive understanding of linguistic transactions of English in India	T3	K2
C03	Develop a grasp of the foundational concepts in Phonetics and Linguistics	T3	K3
C04	Analyse ideas and debates in the philosophy of language	T4	K3
C05	Discuss language and linguistic concepts in real world contexts	T5	K4

Module 1: Evolution of English language (15 hours)

1. Origins of the English language
2. Tracing the evolution of English – from Old English to Modern English
3. Standardization of English and Colonialism
4. From English to Englishes – role of English in a multilingual world
5. Technological influence and social trends

Readings

1. English as a global language – David Crystal
2. Typos, tricks and misprints – Arika Okrent
3. 'Finding English, Finding Us – An Introduction' of *Inventing English: A portable history of the language* by Seth Lerer

Module 2: English in India (15 hours)

- History of English in India – coloniser's English to contemporary English

- Indian languages and English in India – Hinglish, Kanglish
- Globalization and its impact on English in India

Readings:

1. *Minute stretching into centuries*, an extract from *Indian English and Vernacular India* – Makarand Paranjpe
2. *The mother tongue day* – Sugata Srinivasa Raju
3. Kannada- English Debate – D R Nagaraj
4. How India changed the English language – Rahul Verma (BBC – 22 June 2015)
5. *Goodbye Party for Miss Pushpa T S and Soap* - Nissim Ezekiel

Module 3: Linguistics – Part I (20 hours)

Topics

- Language- its nature, definitions, characteristic features
- Linguistics – Definitions, Scope, Branches of Linguistics
- Phonetics – Definition, Speech Mechanism, Organs of Speech, Production of Speech Sounds, Classification of Speech Sounds- vowels and consonants
- Transcription of words, Word stress, Phonemics-phone, allophone- phoneme

Readings:

1. Meaning in Language by Alan Cruse
2. Linguistics: An Introduction to Linguistics by V Fromkin
3. A Course in Phonology. (Oxford: Blackwell, 1994).

Module 4: Introduction to philosophy of languages (10 hours)

- The way the words mean – Alexander Stern
- Metaphors make the world – Benjamin Santos Genta
- On Language and culture – Noam Chomsky interviewed by Wiktor Osiatynski (Interview)
- The importance of language in Communication – David Crystal

Readings:

1. The way the words mean – Alexander Stern
2. The Language Instinct – Steven Pinker
3. Metaphors make the world – Benjamin Santos Genta
4. On Language and culture – Noam Chomsky interviewed by Wiktor Osiatynski (Interview)

Module 5: Practical Component (15Hours)

Tasks

1. From 2000 to 2024, make a list of words which have been included in the Oxford Dictionary and pick 25 words among them and trace the etymology of the words and the semantic changes, if any.
2. Conduct interviews of five people from different background and different age groups. Record the interview and present their analysis on the use of English language or comment on your experience of interacting with people and observations on the everyday use of English.
3. Form a group of 4 or 5 and prepare a podcast discussing the organs of speech and mechanisms of speech, demonstrating through articulation of words.
4. Pick an Indian movie or a TV series (in vernacular language) and analyze how English is used along with the vernacular language.
5. Form a group of 4 and pick a particular region in India and observe their style of speaking English by watching several videos. Comment on how the vernacular language has influenced English and make a presentation in the classroom.

Skill Development:

1. IPA (International Phonetic Alphabet)
2. LSRW skills
3. Formal Grammar
4. Linguistic competence
5. Phonetic transcription

6. Critical thinking

Self-Learning Topics:

1. Phonetic Transcription & Pronunciation
2. Complex sentence construction
3. Types of Communication
4. Political and Cultural History of English Language
5. Dialects and Accents in English Language
6. Phonetic Transcription

References:

1. A Linguistic History of English Series – Donald Ringe (Oxford University Press)
2. The stories of English – David Crystal
3. The Mother Tongue – English and how it got that way by Bill Bryson
4. On Concept and Object – Gottlob Frege
5. The necessity of language – Noam Chomsky
6. The importance of language in Communication – David Crystal
7. On Language – Noam Chomsky
8. Phonology in Generative Grammar – M. Kenstowicz Blackwell, Cambridge University Press
9. Phonological Theory: The Essential Readings – J Goldsmith Cambridge
10. Linguistics: An Introduction – A Radford
11. Transformational Grammar - Cambridge University Press
12. A Course in Phonology – I. Rocca and W. Johnson
13. The story of English in India – N Krishnaswamy and Lalitha Krishnaswamy
14. Introduction: In search of Indian English – History, Politics and Indigenisation by Ranjan Kumar Auddy

Mapping of CO and PO

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	M		H	M			L				L
CO2	H	M		M	H		L					L
CO3	H	M		H	M	L						L
CO4	M	H		M	L			L				M
CO5	H	M	M	H						L		L

Department of Psychology Programme: B.A.						
Semester	Course	Course Title	Course	Course	Teaching	Credits

[illegible]

Classical Conditioning (Pavlov): Key concepts: UCS, CS, UCR, CR; Processes: Acquisition, extinction, spontaneous recovery, generalization, discrimination; Higher-order conditioning; Applications. Operant Conditioning (Skinner): Skinner box and experiments, Types of reinforcement, Punishment; Schedules of reinforcement; Shaping and chaining; Applications. Cognitive Approaches to Learning: Latent learning (Tolman), Observational learning (Bandura), Insight learning (Köhler).		
Module 5	MEMORY AND FORGETTING	7 Hours
Memory: Definition and significance; Memory processes: Encoding, Storage, Retrieval; Models of Memory: Multi-Store Model (Atkinson and Shiffrin), Levels of Processing Theory (Craik and Lockhart), Working Memory Model (Baddeley and Hitch). Types and Systems of Memory: Sensory Memory, Short-Term Memory (STM) and Working Memory, Long-Term Memory (LTM): Explicit - Semantic, episodic, autobiographical, flashbulb, Implicit (Non-declarative) - Procedural, priming, conditioned responses. Forgetting: Causes - Decay theory, Interference theory (proactive, retroactive), Cue-dependent forgetting (Tulving), Retrieval failure; Amnesia. Techniques to Improve Memory: Mnemonics, Method of loci, Association, Chunking, SQ3R, Spaced repetition.		
Skill Development:		
1	Identify an organization or individual who works in any of the fields of psychology (cognitive psychology, child psychology, social psychology, etc.). Interview them about their field, their role and the scope of this field as a career. Make a report on your findings.	
2	Choose any one type of learning (trial and error, classical conditioning, operant conditioning) and identify experiences where this may be used in everyday life. Make a chart describing how these principles are used in the experience you have chosen.	
3	Choose a famous Indian psychologist. Describe and critically evaluate their contributions to the development of Psychology in India.	
4	Choose any early psychological experiment and describe its contribution to furthering our understanding of psychological concepts and phenomena. Critically evaluate the method of the experiment, with a specific focus on the ethical principles of conducting psychological research.	
Books for Reference:		
1	Robert Feldman (2011) Essential of Understanding Psychology 10th Edition, ISBN-13-9781259003059/ISBN-10-1259003051	
2	Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition). Introduction to Psychology. Tata McGraw Hill Education Pvt. New Delhi	
3	Nataraj, P. (latest edition): Psychology for Beginners. Mysore: Srinivas publication	
4	Parameshwaran, E. G., & Beena, C. (2010): An Invitation to Psychology, Neelkamal Pvt. Hyderabad	
5	Mangal S.K. (2000) General Psychology. New Delhi: Sterling Publishers Pvt. Ltd.	
6	Shashi Jain (Latest edition). Introduction to Psychology. New Delhi: Kalyani Publishers.	
7	Rajamanickam, M. (2008). Modern General Psychology. Vol 1 & 2. Concept Publisher. New Delhi.	

Mapping of CO and PO:												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	L		H		M		L				M	H
CO2		L	M	H				M			L	M
CO3		L		M	H		L				M	M
CO4			L	M	H			L			H	M
CO5	L	M		H			L				M	M

SKILL BASED COURSE

A1 24 AR 101: Reading and Writing Workshop 1

“In an increasingly diverse, global society, this ability to engage with the ideas of others is especially crucial to democratic citizenship”. - Gerald Graff

This course views academic reading and writing as a process of entering into a conversation, a response to what others have said about academic or social issues. It attempts to help students develop skills to enhance reading and writing, especially for academic purposes. The modules of the course explore different levels of reading and writing. The lectures and activities will facilitate learning and fine-tuning of skills such as interpreting a text, identifying arguments from a text and responding to it, developing arguments, summarising, note-making, quoting, referencing, and writing short and long articles, book and film reviews, literary essays appreciating prose, poetry and writing style of select authors. Overall, the course will enable students to understand, engage, and participate in social and academic debates.

This course is designed drawing ideas from three seminal books in the field of academic reading and writing — *They Say I Say: The Moves that Matter in Academic Writing* by Gerard Graff and Cathy Birkenstein, *Elements of Style* by William Strunk, Jr. and E.B. White, and *How to Read a Book* by Mortimer J Adler and Charles Van Doren.

Course Objectives

- To understand different levels of academic reading and writing
- To develop the skills, such as inspectional reading, systematic skimming,

scanning, summarising, note-making, quoting, identifying and developing arguments, and referencing

- To become familiar with diverse styles of writing and develop an independent writing style
- To enable students write academic articles and essays

Course Outcomes

After the successful completion of the course, students will be able to:

- Understand different levels of academic reading writing
- Develop skills needed for effectively engaging in academic reading and writing
- Develop an independent writing style
- Write academic articles and essays

Module I

15hrs

Elementary Rules of Usage & Elementary Principles of Composition (based on Elements of Style)

- This module looks at elementary aspects of grammar and composition

Activities

1. Rewrite the given paragraph in active voice.
2. Identify the words that are not necessary in the given sentences and rewrite them.
3. Read the given article carefully and identify sentences where the tense is not used correctly. Rewrite those sentences using the correct tense.
4. Identify convoluted sentences in the article. Convert them in to simple sentences retaining the key ideas.

Module II

(Based on the book They Say I say)

15hrs

"They Say"

- Her Point Is: The Art of Summarizing
- They Say: Starting with What Others Are Saying
- As He himself Puts It: The Art of Questioning

"I Say"

- "Yes / no / okay, but" Three Ways to Respond
- "And Yet" Distinguishing What You Say from What They Say
- "Skeptics may object" Planting a Naysayer in Your Text
- "So What? Who Cares?": Saying Why It Matters

Activities

1. Read the given paragraph, disregard for a moment what the author says and focus on the phrases used by the author. Use the model and write a short essay on a topic of your choice.
2. Write a short essay in which you first summarize the rationale for the templates in the book **They Say I Say** and then articulate your position in response. You may use the given template to organize your paragraphs, expanding and

modifying it as necessary to fit what you want to say.

3. Read carefully the arguments that lack the “they say” part and write counterviews for each of the arguments.
4. Write two different summaries of David Zinczenko’s “Don’t Blame the Eater”. Write the first one for an essay arguing that, contrary to what Zinczenko claims, there are inexpensive and convenient alternatives to fast-food restaurants. Write the second for an essay that questions whether being overweight is a genuine medical problem rather than a problem of cultural stereotypes. Compare your two summaries: though they are about the same article, they should look very different.
5. Pick a quotation to start an essay. Write a brief note on justifying the selection of the quotation.
6. Pick an essay you have read in the semester and write a response focusing on the writing style and views of the author.

Module III (Based on How to Read a Book)

15hrs

The Dimensions of Reading

- The Activity and Art of Reading
- The Levels of Reading
- The First Level of Reading: Elementary Reading
- The Second Level of Reading: Inspectional Reading
- How to be a Demanding Reader

Activities

1. Read the essay given by the instructor and practice analytical reading. Note down and present the ideas and perspectives derived in class.
2. Practice skimming and scanning using the recommended reading material. Share the experience/outcome of practicing both the reading skills mentioned above.

Reading List

- *They Say I Say: The Moves that Matter in Academic Writing* – Jerald Graff and Cathy Birkenstein
- *Elements of Style* - William Strunk, Jr. and E.B. White
- *How to Read a Book* - Mortimer J Adler and Charles Van Doren
- *On Writing Well* – William K Zinsse

Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per week	Credits	
II	UG 24 CC 201	Constitutional Values II	30 Hours	Theory	2	2	
Course Objectives:	This course aims to provide an proper understanding of state legislature, executive and High Court. Students will explore key constitutional provisions, debates, and contemporary issues to critically analyze the impact of constitution on governance and social equity.						
Course Outcomes	After completion of the course, the students will be able to:					T levels	K Levels
	CO1	Analyze the role of decentralization and cooperative federalism in strengthening the Indian political system.				T4	K2
	CO2	Discuss the effectiveness of constitutional provisions and affirmative actions in promoting social welfare, equality, and protection of vulnerable groups.				T2	K2
	CO3	Demonstrate the powers and functions of Election Commission in India.				T2	K2
Module 1	State Legislature and State Executive					10 Hours	
State Legislature – Vidhana Sabha, Vidhana Parishath, Composition, powers and functions - State Executive – Governor, Chief Minister, State Council of Ministry, powers and functions - Centre-State Relations, Cooperative Federalism and Its Challenges							
Module 2	Democratic Decentralisation					10 Hours	
Democratic Decentralization; Local Self-Government, Urban Governments - 73rd and 74th Constitutional amendments, contemporary challenges - Constitutional Amendment Procedure in India; Simple, Special and Special with Concurrence of States - Basic Structure of Indian Constitution with special reference to Keshavananda Bharathi Case							
Module 3	Election Commission of India					10 Hours	
Election Commission of India; Composition, Powers and Functions - Public Service Commissions; UPSC and State Public Service Commission - Affirmative Action; Reservation for SC/ST(23%), OBC(27%), EWC(10%) and Women(33% Reservation within)It’s Relevance.							
Skill Development:							
1	Make a chart of State Legislature structure and identify the people holding different profiles.						
2	Analyse any of the election process conducted in the previous years and present your observations.						
3	Study the Keshava Nanda case and make a report and also present it in the class with your observations.						
Book for Reference:							
1	Ambedkar, B. R. (1948), The Constitution of India, Government of India.						
2	Basu, D. D. (2018). Introduction to the Constitution of India, LexisNexis.						
3	Austin, G. (1999). The Indian Constitution: Cornerstone of a Nation, Oxford University Press.						
4	Sharma, B. K. (2021). Introduction to the Constitution of India. Prentice Hall.						
5	Singh, M. P., & Saxena, R. (2008). Indian Politics: Constitutional Foundations and Institutional Functioning. PHI Learning.						
6	Khosla, M. (2012). The Indian Constitution, Oxford University Press						

Mapping of CO and PO

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	L	H	L			M			L	M	
CO2	H		H	L			M	L		L	M	
CO3	H	L	H	L			M			L	M	